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ABSTRACT

This monograph is designed to help teachers and students to recognize and overcome obstacles to improved motivation for learning. The following topics are covered: (1) student motivation as an educational problem; (2) current motivation methods in school and classroom; (3) a "systems" model to promote a motivating school and classroom; (4) preventing motivation problems--effective planning and teaching; (5) intervention--interfering with motivation problems and chronic failure; (6) resolving motivation problems--some specifics; (7) establishing schoolwide motivational programs and practices; and (8) action principles to guide in the planning for motivation-oriented school and classroom. Checklists and assessment forms are appended and references are included. (JD)

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Promoting Effective Student Motivation in School and Classroom: A Practitioner's Perspective

MOTIVATION

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Donald R. Grossnickle
William B. Thiel

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Promoting Effective Student Motivation in School and Classroom:

A Practitioner's Perspective

Don R. Grossnickle
William B. Thiel

Don Grossnickle is assistant principal at Addison Trail High School, Addison, Illinois, and adjunct assistant professor of curriculum and supervision at Northern Illinois University, DeKalb.

William Thiel is an educational consultant and practitioner with experience as a coach, teacher, assistant principal, principal, and superintendent.

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1904 Association Drive, Reston, Virginia 22091
(703) 860-0200

Executive Director: Scott D. Thomson
Director of Publications: Thomas F. Koerner
Assistant Director of Publications: Carol Bruce
Editor: Patricia Lucas George
Technical Editor: Eugenia Cooper Potter

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Preface

Nearly everyone who works with youth decries insufficient motivation. A student who is unmotivated is not only a source of frustration, but is seen to be wasteful of talent and potential.

Today, more than ever, teachers, administrators, and school staff members are challenged to analyze, translate, and apply findings from educational research to situations in the school and classroom and to close the gap between research and practice. Educators have learned far more about improving instruction than they are putting into practice (Duckett, 1986). Motivation is one area that should be addressed in greater depth.

Generally, student motivation to learn can be increased and sustained if:

1. Administrators and teachers can identify and subsequently influence the local dynamics that affect motivation and learning
2. Teachers can learn and practice skills that enhance motivational dynamics, student performance, teacher effectiveness, and their own sense of satisfaction
3. Students learn self-management and self-improvement skills that affect their motivation to learn
4. Students, staff members, and parents, through teamwork and a problem-solving approach, help all students benefit from attempts to enhance their potential to learn and achieve
5. Educators can invite, foster, and encourage each student to be interested, involved, and attend to learning tasks and activities

6. Educators help students who have learning difficulties to address their academic skill deficiencies, motivational enhancements, and self-improvement skills.

This monograph, we hope, will help practitioners improve student motivation to learn by helping teachers and students to recognize and overcome the obstacles to student motivation.

D. G.
W. T.

Chapter One
Student Motivation as An Educational Problem

Teachers, parents, and administrators report that lack of student motivation is a major problem. Many teachers are not prepared to deal with motivation-related classroom problems because they have little or no practical preparation in that area.

Bloom (1978) states simply, that "students' self-concept, attitude toward school, and attitude toward learning, are much influenced by their level of achievement and success in school and classroom. We must keep looking for ways to ensure that every student learns well."

Current research about school and teacher effectiveness indicates that the influence of the teachers' own attitudes, motivation, expectations, and viewpoint regarding their role in student motivation is a key factor in student achievement. Beyond the intended course content, the teacher must consider motivational dynamics in the teaching and learning process when planning each classroom learning activity.

Teachers must have the practical tools needed to prevent, intervene, and appropriately resolve motivation problems; to be aware of the factors that interfere with motivation; and to have access to resource staff specialists such as counselors, psychologists, and professional social workers who can help them resolve problems that predispose students to failure even before the teacher presents the day's lesson.

Motivation is a moment-to-moment process that must be recognized as such. New insights and ideas that assist teachers

in motivating students to learn must be continually available, because the ultimate daily responsibility for student motivation rests with them. Teachers and school administrators must consciously strive to provide an enhancing environment while helping each student learn how to succeed academically.

Some Prevalent Motivation Myths

- *You must be charismatic and dynamic to be an effective motivator.* There is no single formula to be motivating; however, choosing personalized approaches for the teacher and students is essential.
- *Motivation is superficial and phony.* Inspiring every student is a worthy daily mission of every member of the school staff. Planning daily lessons to include what is known about enhancing motivation is a priority. Everyone benefits when the classroom climate facilitates motivation to learn.
- *Self-concept and self-esteem are abstract, theoretical concepts and not the business of the classroom teacher.* Specific efforts to support the development of a positive self-image is a worthy goal that can enhance student attitude, interest, effort, and desire to learn.
- *Teachers are either born with the talent to motivate or they are not.* Every teacher can learn skills that enhance motivation to learn.
- *Once you've motivated a student, that student is set for life.* Motivation is a day-to-day and moment-to-moment commitment. It requires a variety of supportive skills and strategies.
- *By teaching with a variety of approaches, a teacher will ensure that all students learn successfully.* Too much variety and lack of structure may distract some students. Teachers must be aware of the impact various approaches have on each student in the class.
- *Motivating students should not be the teacher's job.* Teachers must make motivation their business despite the apparent obstacles such as a lack of support from the home and parents.
- *If students are ready to learn, they will. If not, they will not, and nobody can make them.* Encouraging student interests

and involvement through a supportive approach, sincere concern, and attention can make a big difference in student motivation.

- *One good way to motivate students is to bring them all to an auditorium and let them listen to a motivational speaker.* Long-lasting motivation must be more than fleeting attempts to inspire students. Motivation is best sustained through a mutally developed plan, progress monitoring and evaluation, and replanning.
- *Failure is a good motivator.* Experience is a good teacher for many skills. However, chronic failure often begets more of the same unless a better way is substituted. Some students require extraordinary assistance to replace their failure pattern with some successful experiences.
- *Weak people are unable to motivate themselves.* Some students do not seem to require the assistance of the teacher or special support personnel to accomplish an assigned task. Others lack confidence, give up easily, or become frustrated or lost for a variety of reasons. Socialization of achievement-supporting skills are most frequently taught and reinforced at home.
- *Attitude is 100 percent of school success.* Several factors influence school success, including home influences, self-concept, confidence, basic skills, past experiences, future aspirations, available assistance, reasonable chance of success given current skills level, attentions, needs, feelings, and perceived ability to influence their destiny given their best effort.

There is no magic solution to the problem of student motivation, and it is unlikely that a single explanation will provide a cure-all. The sullen, withdrawn, disruptive, underachieving students who will likely end their 9 or 10 years of school experiences with the decision to drop out must have an alternative.

Attainable and legitimate opportunities for success in the school and classroom are too far out of their reach, report high school dropouts. Even when they put forth what they think is maximum effort, "turn over new leaves," and set new goals, priorities, and commitments, they inevitably will fail. They feel alone and unsupported and see the majority of their teachers as adversaries.

School is often described by dropouts as a game—a game they have consciously decided not to play. The rules of the game—the endless routine of doing things because the teacher demands they be done within a specified time limit; the endless hoops and hurdles, spiced with obvious lures and unappealing enticements—are aversive to some students.

Despite their awareness of their own apparent academic limitations, these students fault the system for not supplying an effective, personalized means to remedy the so-called disability or handicapping condition. They are impatient and intolerant with the hit-and-miss shortcuts used to turn them around. It becomes apparent to them that nobody ever seems to get out of the "dummy class" unless they drop out.

Twelve Reasons for Focusing on Student Motivation

1. There is a likely connection between motivation and discipline problems, truancy, tardiness, apathy, and underachievement. By addressing motivation problems, other problems will be affected.
2. Traditional counseling services available in most public secondary schools are limited. Counselors do not always have the time, training, or interest to address all the various motivation-related problems.
3. Teachers freely admit that motivation and discipline are their toughest problems and ones they need to overcome.
4. Teachers report a deficiency in their preparation to handle classroom discipline and their ability to enhance motivation to learn.
5. In today's society, some 60 percent or more of the students live in homes without adequate support, encouragement, or effective role models. They have never needed the personal care and concern of teachers more than now.
6. High dropout rates—more than 25 percent nationwide—indicate the consequences of unresolved motivation and academic problems. High-risk students interrupt their apparent collision course with lifelong failure with assistance from caring and supportive

teachers. Not everyone must complete high school; however, intervention strategies should be attempted before a student becomes disenfranchised, disillusioned, and disconnected from the school.

7. Increased pressure, higher standards, emphasis on accountability, more homework, and increased graduation requirements that are often the aftermath of a tidal wave of school reform matters may increase the incidence of motivation-related problems in schools and classrooms. It may become even more difficult to teach all students without refined motivation tools.
8. Students clearly acknowledge, affirm, and appreciate teachers who not only know their subject well, but can communicate and relate to them in a motivating way.
9. As educators emphasize motivation, they too, as a side effect, become motivated and excited about the professional rewards of teaching achieving students.
10. By learning motivational skills, the educator is better able to assist the student to accomplish future goals and learn skills necessary to become a responsible, self-disciplined, and self-motivated learner.
11. Teachers must never give up hope in helping students to help themselves find success. Students must receive the message that the teacher accepts the challenge to affirm the strengths of all students while assisting them to master the course objectives. This supports the students' positive self-concept and esteem. Positive self-image is a supporting factor in student academic performance and interest in learning.
12. Teaching with the support of motivational skills is more effective, efficient, and satisfying for both the student and the teacher.

Testimonial after testimonial attests to the tremendous power a single teacher has to replace consistent student failure patterns and an accompanying feeling of hopelessness with a new vision of who they might become with a little well-timed and capable assistance from a friendly, concerned teacher.

Chapter Two

Current Motivation Methods in School And Classroom

What a cruel paradox it is that the very environment designed to nurture students' intellectual growth and development is viewed by a significant number of students as depreciating and repressive.

Research by LeCompte (In press) indicates that typically, 50-60 percent of a teacher's in-class statements are geared toward controlling the class, explaining the rules, limiting movement, starting and stopping activities, giving orders, and reprimanding negative behavior.

Goodlad's *Study of Schooling* (1984) describes a characteristic feature of schools as a preponderance of and overreliance on "teacher talk." Under these conditions, it is indeed a formidable challenge to motivate and persuade a roomful of enthusiastic and energetic youngsters to submit—and be attentive—to a steady routine of lecture and a teacher-centered focus.

Is it any wonder, as Thomas (1980) points out, that the curious, creative, persistent, enthusiastic, and self-reliant characteristics of children in kindergarten steadily erode as the students move through the higher grades?

The Role of the Teacher In Motivation

Many teachers understand "motivation" to mean the practical art of applying incentives and arousing student and class interest toward inducing students to perform in a prescribed and desirable manner.

Establishing an operational definition of motivation may clarify the complex roles and responsibilities of school personnel in helping students achieve. Brophy's (1986) definition of motivation is useful toward this end:

- *Motivation to learn as a general trait:* "Motivation to learn is an enduring disposition to value learning as a worthwhile and satisfying activity, a striving for knowledge and mastery in learning situations."
- *Motivation to learn as a specific trait:* "Motivation to learn as a specific trait is a state of motivation when enjoyment is guided by a goal or intention. Students reveal motivation to learn when they try, attend to lessons or assignments, striving to get the initial benefits, understand, and remember what they are supposed to learn."

From these definitions, a generalized description of the role of the teacher suggests the following tasks:

- Provide and enhance the atmosphere in which students understand and accept the learning goals selected by the teacher by using an invitational approach (Purkey 1984)
- Communicate the intended benefits of learning
- Reduce or eliminate obstacles to accomplishing the shared goals
- Plan to achieve a satisfying program of both content and activities
- Affirm and reinforce achievement by encouraging students to understand and remember the stated objectives
- Expand student ability and potential
- Enhance student opportunities for success in mastering learning objectives.

The teacher is a key catalyst in the motivational climate of the classroom. From the very first days of schooling, students begin to recognize and appreciate the fundamental differences in various teachers' approaches to motivation.

Addressing the Problem

Ted Sizer, in *Horace's Compromise* (1984), assesses the current routine motivational practices evident in far too many classrooms:

> The most common motivating devices are lures and threats, sugar lumps and sticks. . . . The stick is firmly in place in American schools. The stick is actually, as well as metaphorically, used in public and private schools. . . . The common forms of punishment are forms of censuring (being sent to the office), humiliation, calls made home, extra duties, physical labor, or suspension. . . . Ridicule and sarcasm are found in classrooms. Teachers use humiliation most often—test papers are handed back in the order of the grade received. . . . The threat seems to appeal to many adults as a symbol of their authority.

The first step in addressing motivation problems requires some soul searching. The teacher's attitude, the school's philosophy, and the role each is to play in the process contribute to the learning climate. Effective teachers plan to be motivating and to motivate their students.

Cruickshank (in press) presented the concept of "reflective teaching" that effective teachers use to challenge or test the validity of their own ideas, teaching performance, and methods. Wise teachers, he explains:

1. Are more aware of both the conscious and unconscious determinants of their behavior.
2. Are open-minded and less opinionated. They hear and consider other views.
3. Are less superstitious or naive in their thinking. They are more likely to disregard unfounded commitments about schooling, learning, and teaching.
4. Have consciously derived goals that justify classroom experience.
5. Are more likely to recognize and respond to the classroom as a complex phenomenon.

6. Can better project what a proposed educational experience would be like for students and how successful it would be.
7. Teach in a way that has maximum benefit for learners. They can generate experiences that have personal meaning for others.
8. Seek, examine, and use information about teaching in general and their own teaching in particular.

Wittey (1945) compiled a list of the teacher traits that enhance effectiveness and motivation based on a survey of 12,000 students. The traits, listed in order of their importance to students, are:

1. Cooperative, democratic attitudes
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Personal appearance and pleasing manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject.

In contrast, Spivey (1977), presented a list of the teacher characteristics that lead to student failure:

1. Rigid and narrow concept of education and teacher duties
2. Belief that knowledge is the main or only focus
3. Belief that learning is attained only through hard work
4. Belief that the students' disposition to learn is their problem
5. Lessons that appeal to the lower levels of Bloom's taxonomy
6. Lessons that appeal only to intellectual concerns and ignore drama, emotion, affect, and so on
7. Limited use of teaching strategies, variety
8. Lack of student-centered activities
9. Narrow means for students to demonstrate competency

10. Lack of pre-assessment prior to providing instruction
11. Seldom providing individualized and personalized instruction
12. Preoccupation with standards and inflexibility
13. Emphasis on teacher power and control
14. Ignoring of the needs of the non-achiever
15. Vision of the job of inspiring, motivating, and encouraging as belonging to parents, counselors, and students.

Students report that they can quickly conclude what kind of year it is going to be during the first few days of school. The teacher's attitude and personality, the first day's activities, or the preoccupation with rules and order are signals of the kind of environment they must learn to tolerate whether they like it or not for a whole year.

They also report that it is easy to separate the teachers who are motivated to work with "their kind" from those who are unhappy with their assignment.

Skillful teachers can prevent many motivation problems before they interfere with individual or class success. Awareness, understanding, sensitivity to the symptoms of motivational and attitudinal problems, and the availability of intervention strategies to help resolve the problems encountered are essential.

Referral and consultation with psychologists, counselors, social workers, and specialists in the field of motivation are important links in replacing destructive cycles and patterns of school failure with success-oriented strategies.

Extrinsic motivation strategies such as giving pep talks, providing long-range incentives of gifts or money, heckling, name calling, and offering unwanted advice are common but questionably effective measures currently used to address motivation problems.

Unable to keep up with their peers, students soon establish reputations for being poor students, and prolonged failure patterns soon lead to withdrawal and lack of attentiveness to assigned tasks. The student feels defeated and powerless to reverse the pattern. Generalized depression and malaise follow.

Finally, in the advanced stages of this failure syndrome, a student generally gives up.

Chapter Three

A "Systems" Model To Promote a Motivating School and Classroom

Interfering motivation problems cannot be tolerated or ignored if the entire school is to function effectively. A "systems" approach requires that several strategies be implemented to respond to the complex and interactive environmental forces that contribute to learning and motivation problems. To systematically minimize these problems, a three-dimensional model can be used as a guide:

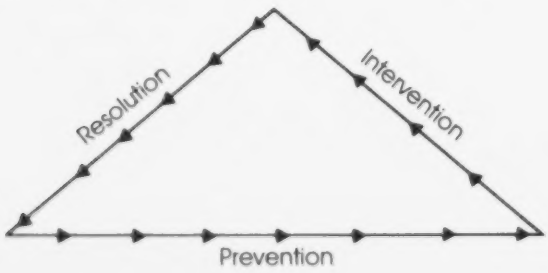

Figure 1

1. *Prevention.* Preventive measures assist the staff members to become more aware of aversive and supportive teaching strategies that affect motivation and assist them as they implement new ideas and practices to stimulate interest, involvement, and drive to achieve.

2. *Intervention*. Interfering patterns and practices are addressed and minimized as failure cycles of students' behavior are interrupted and replaced with supportive and personalized plans for improvement. Intervention responds to precursors of potential or existing difficulties that lead to serious problems.
3. *Resolution*. Strategies are developed to identify and resolve individual motivation problems using the professional staff of the school as well as community agencies. The teachers are the key to establishing long-term resolution of the problem as they are involved in diagnosing, planning, implementing, and monitoring the improvement process.

Preventing Motivation Problems

Many of the problems teachers commonly attribute to lack of student motivation can be avoided. The science of prevention has successfully demonstrated the value of consciously becoming aware of factors that interfere with organizational or institutional effectiveness through appropriate attention and action. The following list highlights several key actions that can limit motivation problems:

1. Establish an orderly, businesslike, but comfortable class environment
2. Emphasize teacher planning to stimulate interest and involvement at the beginning of class as well as during independent student work
3. Examine student perceptions about the teacher's willingness to provide personalized help that lessens student anxiety and frustration and encourages effort and involvement
4. Avoid a steady routine of lecture and teacher-dominated activities
5. Integrate course content with student experience and plans for the future
6. Utilize student input in planning class activities when appropriate
7. Use teaching skills that include variety and enthusiasm

8. Use praise and appropriate reinforcement techniques and offer opportunities for realistic success for every student
9. Avoid trying to motivate students in ways that may actually be offensive and ineffective
10. Be flexible enough to adjust the learning process to individual student needs, learning styles, and difficulties
11. Identify and assist students who require remediation in basic skills
12. Encourage cooperation and peer support rather than intraclass competition
13. Carefully examine grading and grouping policies, practices, and procedures that inhibit student effort.

Intervening in Motivation Problems

When motivation-related problems occur in the classroom, they must be addressed by the professional staff members as soon as possible. Interventions that will restore student attentiveness to the selected activity or assignment are essential tools for the practitioner. The following is a list of several interventions that must be carefully matched with each problem.

1. Become proficient in identifying and understanding several types of motivation-related problems
2. Take the time to interview any students who appear anxious, hostile, or apathetic, attempt to perceive things from their point of view, and become better prepared to address their concerns
3. Convey a patient, confident image to students who have recurring learning difficulties
4. Arrange tutorial assistance for students to address their specific difficulties and see to it that they make a commitment to be there
5. Clarify to students the usefulness and the present and future applications of the course content and concepts
6. Assist students in mastering self-improvement and self-management skills that enhance learning and their personal and academic performance, including memory

techniques, study skills, outlining and note-taking guidelines, methods for reviewing for tests, etc.

7. Establish an incremental and developmental outlook when working with students who seem to be far behind classmates
8. Monitor and appropriately reinforce student progress
9. Seek parental involvement and supportive assistance from the student's counselor or pupil personnel service staff members
10. Identify an appropriate person-centered response for each motivation problem.

Resolving Motivation Problems

If prevention and intervention strategies have failed to successfully improve a motivation-related problem, specialized techniques to resolve the problem may be necessary. Three kinds of resolution strategies are:

- Identify the problem and determine specific strategies to resolve it
- Involve the resources of professional staff members in identifying strategies to resolve the problem
- Establish a plan and a timeline to implement, support, and monitor student progress.

John Gardner (1964) said: "The development of abilities is at least in part a dialogue between the individual and the environment." Schools promote that successful dialogue that teaches the student to become a self-motivated learner capable of achievement. Gardner further explains that, "most of us have potentialities that have never been developed simply because the circumstances of our lives have never called them forth."

Teachers are in a position to increase the potential of students' lives as they assist them in acquiring knowledge, skills, and attitudes that will enhance their futures. Ideally, the goal is to help them help themselves succeed academically and become proficient in the requisite skills necessary to succeed in their chosen vocations.

Essential Conditions for Promoting Motivation in the Classroom

Several aspects of classroom life ideally should enhance a motivating classroom environment. These include:

- Understand that all students possess their own particular motivational disposition. Because students do not appear to accept the teacher's agenda does not necessarily mean that they lack motivation. Instead, it may be that the teacher's agenda and the students' agenda may be in conflict. This problem must be remedied before effective learning can occur.
- The teacher's projected attitude, role modeling behavior, and attentiveness to student attitudes, opinions, values, and beliefs may influence learning as much as, or more than, the content. The teacher should utilize student feedback in planning instruction and assessing student perceptions of teacher effectiveness.
- Typically, students who do not do well academically carry with them a history of unpleasant memories, feelings, and experiences associated with their failure pattern. A certain trust must be established to gain the confidence of a student.
- Conveying commitment to students despite their limitations while affirming and pointing out their strengths establishes the groundwork for a supportive relationship.
- Students should ideally be addressed in terms they understand.
- Maturation and developmental differences should be accepted and accommodated.
- Advising and conveying a supportive and facilitative stance toward helping students master course content is preferable to a detached approach.
- Considerate and appropriate praise and reinforcement are vital.
- Students must learn that they control their own destinies. They should have assistance in becoming aware of potential skills that enhance successful life management.

- Relationships with students should be approached with concern, understanding, patience, a willingness to listen, and an attempt to see things from their point of view.
- Opportunities for "clean slates" and fresh starts are important as educators encourage and support new student plans.
- The unmotivated need help to get started and move toward completing their intended goals. Even the smallest gains may inspire further success and achievements.
- Common pitfalls that unconsciously rig the classroom for failure or that deter motivation must be avoided.

Chapter Four

Preventing Motivation Problems: Effective Planning And Teaching

Since 1979, increasing numbers of research studies have explored ways to help educators select the instructional methods and environmental conditions most conducive to learning.

For example, McCarthy's 4-Mat System (1983) is useful to the teacher in designing and selecting learning experiences that appeal to each of four types of learners. Gregorc (1982) offers the practitioner similar planning methods based on the teachers' awareness of their own preferred teaching style. Wlodkowski (1986) utilizes a time continuum model to assist the teacher in choosing and managing successful learning experiences.

Learning, Teaching, and Motivation Style Preferences

Understanding potential differences in student learning style and accommodating those differences through a variety of curriculum and instructional methods can help teachers meet the needs of all learners.

Dunn (1981) suggests that, "students who are unmotivated and neither persistent nor responsible should be taught differently—in fact, by diametrically opposite methods." She

further suggests, "unmotivated pupils require short assignments with very few objectives, frequent feedback, a great deal of supervision, and genuine praise as they are working."

Learning style describes a student in terms of the conditions under which he or she is most likely to learn. Factors taken into consideration include environment, time of day, attention span, self-motivation, interest, self-discipline, tendency to take risks, persistence, and responsibility.

Learning Style

McCarthy's 4-Mat lesson planning model combines insights from neurological research regarding left and right brain functioning with a typology developed by Kolb about four types of learning styles. McCarthy developed an eight-step teaching/learning pattern that sequentially gives each of four typical learning styles an opportunity to shine while developing the other abilities as the student progresses through this cyclical pattern. (See Figure 2.)

To illustrate the use of this model, each teacher begins a lesson or unit in Quadrant 1 by creating an experience and designing a way for the student to personally analyze that experience.

This initial interaction is an especially important component in planning and motivating lessons. The teacher does not assume that the students will automatically make the transition from the previous activity to the new one without addressing their attention, interest, involvement, and motivation to learn what the teacher has established as an expectation.

Quadrant 1 appeals to the "Type 1" learners who perceive in a concrete, sensing/feeling way. The teacher plans activities that will appeal to both the right and left brain-dominant learner, such as a demonstration, a riddle, role playing, or problem-solving activities that confront the question, "Why do we have to learn this?"

In Quadrant 2, the appeal is for the "Type 2" learner who characteristically asks the question, "What?" to get more information, perceives in an abstract and thinking way, and processes in a watching and reflective manner.

This quadrant represents the most common learning experiences, including explanation, information, lecture, filmstrips,

Left and Right Mode Techniques Superimposed on Learning Styles/ Concerns Quadrants

Left Mode: Discrete, analytic, successive
Right Mode: Global, holistic, simultaneous
[Right Mode]
[Right Mode]
A. Create an experience that engages personal meaning
H. Share the unique learning with others
[Left Mode]
[Left Mode]
B. Analyze the experience
G. Analysis of results
Type 4: IF?
Type 1: WHY?
F. Personal adaptation unique to individual—buffet approach
Type 3: HOW?
Type 2: WHAT?
C. Integrate the experience and analysis into need for more knowledge
[Right Mode]
[Right Mode]
E. First try based on cookbook approach
D. Knowledge acquisition
[Left Mode]
[Left Mode]

Figure 2

A. Begin with a concrete experience that engages personal meaning.
B. Move into an analysis of that experience. (What do you think happened?)
C. Integrate the experience and analysis.
D. Master the expert knowledge.
E. Try it out.
F. Personalize the skill/knowledge sufficiently to use it.
G. Evaluate the outcome for originality and usefulness.
H. Share with others in order to broaden perspective, as well a engaging in more complex understanding.

media, note taking, programmed instruction, and the proverbial worksheet. The teacher transmits the knowledge that will lead to concept formation.

In Quadrant 3, the student practices what is presented in Quadrant 2 and makes personal practical application. Quadrant 3 appeals to the learners who also perceive by thinking and abstracting but prefer to try the ideas on for size and personal fit. They want to practice and do something useful, concrete, and practical. The teacher functions as a coach who lets students experiment through lab work, workbooks, and practice problems.

The "Type 4" learners perceive through concrete sensing and feeling and process by doing. They seek the answer to "If . . .?" Their right hemisphere seeks connections and extensions of the learning, while the left hemisphere seeks to analyze the learning thus far for relevance and significance. The teacher's role is to serve as an evaluator, remediator, and colleague.

Learning activities include sharing, writing reports, analyzing, deriving rules and patterns, and carrying out plans or projects.

While it would be ideal for teachers to identify each student's learning style and present learning experiences that are appropriate to each assessed preference, researchers support the need for the learner to be flexible in order to sustain growth and independence.

Teachers frequently teach in ways that represent their own learning style. Once they understand and appreciate their own learning style, they are presumably more concerned with accommodating their students' needs.

Teaching Styles

Teaching style is generally thought to consist of a teacher's personal behaviors and methods used to transmit to or receive data from the learner. Gregorc (1979) suggests that if educators are to successfully address the various needs of the individual learner, they must understand and relate teaching style to individual learning preferences. Four modes of learning preferences are:

1. *Abstract Sequential Preference (AS)*, characterized by excellent decoding abilities in the areas of written, verbal,

and image symbols. The teacher utilizes strategies such as extensive reading, lectures, and quiet-controlled environment.

2. *Abstract Random Preference (AR)*, is an extraordinary ability to sense and interpret "vibrations." Receiving information in an unstructured manner is preferred. Teaching activities include class activities involving the use of multiple senses, discussion, group work, audiovisual materials, and opportunities for "soaking time."

3. *Concrete Sequential Preference (CS)* is characterized by the ability to derive information through direct, hands-on experiences. Order and logical sequence, step-by-step instructions, limited distractions are tolerated. Teaching methods include use of overhead transparencies, workbooks, drawings, models, and computer-assisted instruction.

4 *Concrete Random Preference (CR)* is an experimental attitude with intuitive leaps, unstructured problem solving, and affinity for finding answers. The learner is independent and prefers games, simulations, independent study, problem solving, and mini-lectures.

Successful students are perhaps fortunate enough to have learning preferences aligned with the teaching preference patterns of their teachers, or teachers who assess not only their students' preferences but also their own teaching styles to help guide daily planning.

The Time Continuum Model Of Motivation

Wlodkowski (1986) formulated a time-referenced framework for attending to and organizing motivational dynamics throughout the entire period of instructional experiences in the classroom. The teacher, according to Wlodkowski, "can in any learning situation, design motivation strategies for his or her students throughout the learning process." Each strategy is applied at the appropriate time according to its practicality based on six factors. Each factor has its own degree of potency relative to each teacher, student, class, and time.

Three time periods organize these six motivational factors:

Beginning:
1. Attitude—The student's attitude toward the general learning environment, teacher, subject matter, and self
2. Needs—The basic needs of the student at the time of learning.

During:
3. Stimulation—The stimulation process affecting the student via the learning experience
4. Affect—The affective or emotional experience of the student while learning.

Ending:
5. Competence—The competence value for the student as a result of the learning behavior
6. Reinforcement—The reinforcement value attached to the experience for the student.

Gathering and Utilizing Information

Several instruments are available to help design and select learning activities based on the particular characteristics of students, teachers, and class structure. *How Good a Motivator Are You* (Appendix A) is used by the teacher as a self-assessment instrument to check factors that enhance motivation.

The *Instructional Assessment System* (Grossnickle, 1982) (Appendix B) was developed to guide the teacher's planning of instruction and limit interfering problems by formatively checking student perceptions regarding motivation and teacher effectiveness. The questions are organized around the various roles of the teacher so the teacher can identify strengths and limitations for each student and class.

An interest profile such as the *Student Information Interest Inventory* (Appendix C) enhances interpersonal relationships based on the teacher projecting a desire to meet specific needs, strengths, and limitations of each student in the class.

Outcome-Based/Mastery Learning and Effective Schools Research

Insights derived from outcome-based schooling (Spady and Marx, 1984), Bloom (1978) and Block's (1980) mastery learning, and the effective schools research (Brookover, et al., 1984) present somewhat overlapping findings and recommendations about student and teacher motivation. Representative philosophical premises that provide a basis for preventing motivation and learning problems are (Spady and Marx, 1984):

1. Almost all students are capable of achieving excellence in learning the essentials of formal schooling.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be changed to improve learning.
4. Schools can maximize the learning conditions for all students by:
   - Establishing a school climate that continually affirms the worth and diversity of all students
   - Specifying expected learning outcomes
   - Expecting that all students perform at high levels of learning
   - Ensuring that all students experience opportunities for personal success
   - Varying the time for learning according to the needs of each student and the complexity of the task
   - Having staff and students both take the responsibility for successful learning outcomes
   - Determining instructional assignment directly through continuous assessment of student learning
   - Certifying educational progress whenever demonstrated mastery is assessed and validated.

Self-Esteem and Motivation

Some educators believe that a healthy self-esteem is the single most important quality of successful people. It is an educational goal commonly listed in the written curriculum of many schools.

Self-esteem is defined by Coopersmith (1974) as "the evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy."

Most teachers recognize the important relationship between students' perceptions and confidence about their abilities, and their effort in completing assignments or activities. The teacher has an important role in confirming the relative accuracy of the students' perceptions and self-concept through feedback, interpersonal interaction, reinforcement, and recognition.

According to Johnson (1984), "numbers of studies show that most children enter school feeling pretty good about themselves. . . . After a few years, too many children come to feel inadequate, or bored, or docilely obedient, or rebellious, or like dropping out of school and into life."

Experiences students have—or do not have—at home and socially, play equally significant roles in the development of positive self-esteem.

Many teachers realize the importance of challenging students to reach their potential and subsequently derive the desire to succeed and continue in a pattern of positive self-regard, confidence, and competence. Students who have a poor self-concept are likely to also have motivational and learning problems. To enhance student self-esteem, educators must be aware of insights derived from research and experiences.

What We Know About Self-Esteem And Motivation

1. Self-concept appears to be learned and is a function of personal experiences.
2. A person with a low self-concept who lacks confidence is likely to project a narrowed perceptual field that affects future learning.
3. Low self-concept and low self-expression is as much a habit as a success-oriented outlook.

4. Teachers serve an important role in supplying accurate, caring, and objective feedback that guides the development of positive self-regard.
5. Self-esteem appears to be enhanced by the following teacher behaviors: Help students feel that they belong; assist students in experiencing some form of legitimate success; help students feel worthy, understood, and appreciated for who they are; tactfully correct student errors while specifically guiding them to achieve; affirm student effort and progress and notice their positive attributes.
6. Teachers specifically trained to promote healthy personality, growth, and positive self-esteem report higher rates of success in students' academic performance, motivation, and attitude toward learning.
7. The more positive students' perceptions are regarding the teachers' feeling toward them as people, the more successful academic achievement and desirable classroom behavior will be.
8. The impact of both a positive and negative self-fulfilling prophecy based on self-esteem affects the corresponding attentiveness, involvement, and interest in classroom experiences.
9. Teacher-modeled behaviors are important factors in the development of student motivation and positive self-esteem. Felker and Stanwyck (1973) identified five guiding principles and practices for promoting positive self-esteem in the classroom. Teachers:

    - Learn to praise themselves
    - Help students to evaluate their progress realistically and accurately
    - Teach students to set reasonable goals
    - Teach students to praise themselves and engage in positive self-talk
    - Teach students the skill of praising others and seeing the good in them.

10. Students cannot tolerate consistent failure without also receiving negative consequences for themselves, the class, and the teacher. Misbehavior, withdrawal, and psychosomatic illnesses are common manifestations.

11. To help students develop legitimate self-esteem, teachers must design activities that are both challenging and realistically attainable. Progress must ideally be sought on a developmental/incremental approach.
12. The development of self-esteem is an everyday goal for teachers and students. Practices and procedures must be continually analyzed to encourage the development of positive self-esteem. Roadblocks to achieving it must be eliminated.
13. Grading practices may convey inaccurate messages, so a variety of means to formatively as well as summatively assess and communicate student progress must be used.
14. Methods of correcting student misbehavior and errors must avoid embarrassing, humiliating, and stressing students. These methods must not destroy the positive relationship that should be developed.
15. A variety of ways for students to legitimately receive recognition—especially in the eyes of their peers—should be part of lesson planning.
16. Self-discipline, self-control, and self-motivation appear to depend on the student being guided to assume ownership or self-responsibility for their own efforts, attitudes, and consequences.
17. False and patronizing praise may result in more harm than good because of the manner in which the recognition is related.
18. Adolescent self-esteem is characteristically transient and erratic. A tolerant and understanding viewpoint toward confusion about identity is helpful, supportive, and reduces interfering carryover and stress into their academic performance.
19. Several researchers indicate a difference between males and females and their need for self-esteem support in school, suggesting that because girls receive support more frequently outside school, they have less need for self-esteem support at school than boys do.
20. Differential treatment of low-achieving students and successful students has a detrimental effect on self-esteem, motivation, and learning (Good and Brophy,

1984). Teachers may prevent motivational problems by avoiding the following:

- Seating low expectation students (lows) far from the teacher and/or seating them together.
- Paying less attention to lows in academic situations and smiling less often
- Calling on lows less often to answer questions or to demonstrate in front of the class
- Waiting less time for the lows to answer questions
- Criticizing lows more frequently for incorrect responses
- Praising lows less frequently
- Providing lows with less accurate and less detailed corrective feedback
- Demanding less work and effort from lows
- Interrupting lows more frequently.

A number of preventive strategies that should be considered in planning to achieve a motivating learning environment were presented here. In the next chapter, the focus will shift to explore strategies useful in identifying and attending to motivation problems that emerge during the learning process.

Chapter Five

Intervention: Interfering With Motivation Problems and Chronic Failure

Today, more than one million children run away each year; one of every nine youths will be arrested before the age of 18; and the suicide rate among 15 to 19-year-olds has tripled in less than 20 years.

The confusing and often overwhelming complexities of the modern world amplify students' needs and problems. More than ever before, students require adult help to become successful in their everyday life, their schooling, and their future as independent, responsible members of a democratic society.

Educators develop systems to do whatever they can to help all students, troubled as they may be, to get through school. The school cannot, however, reasonably remove every interference to student success.

Intervention includes specific strategies to help students adjust, cope, and acquire/apply new skills to become self-motivated, self-disciplined, responsible, independent citizens.

Intervention Strategies

Failure can be systematically replaced with success when guided by principles derived from organizational theory.

After a student decides to change his or her outlook, attitude, and/or behavior, supportive subskills help sustain the

new sense of direction. Three steps guide a process for replacing failure with success:

- Interfere with or interrupt the current practice. This is known as "unfreezing."
- Replace the failure pattern with a new, adjusted state to neutralize competing or interfering forces at play
- Refreeze to reinforce and correct negative forces that return and threaten to steer success away from the intended goal.

A broad range of intervention strategies can be used by the school staff members and the community to promote a motivating school and classroom. Among these are:

- Individualized remediation and tutoring
- School counseling services
- Referral to outside agencies
- Inservice/staff development for teachers to help them identify motivation problems
- Cooperative work programs and truancy alternatives
- Police and court contacts
- Part-time employment opportunities
- Variety of school or outside clubs or activities
- Hospitalization for severe cases of school phobia, chemical dependency, or depression.

Ineffective and Effective Motivational Strategies

Teacher Effectiveness Training (Gordon, 1974) suggests that for the most part, teachers have a natural tendency to draw upon their recollections of their own personal past experiences to guide their conscious or unconscious manner of conducting themselves in the classroom.

However, the teacher must consciously avoid certain behaviors that may unmotivate students: overemphasis on the authority of the teacher; faulty or patronizing praise; too much hype or too many pep talks; overstructured routine; use of threats, pressure, intimidation, put-downs; name calling and stereotyping; moralizing, preaching; overdramatics; bribery;

overuse of punishment; and overemphasis on high expectations.

That is not to say that praise, rewards, and recognition are not desirable, appropriate, or effective. They are among the most frequently selected interventions used by teachers to influence positive motivation, and used well, they are very effective. Following are some praise do's and don'ts to guide appropriate use of this motivational tool (Brophy, 1986).

DO:

- Praise anxious and reluctant students
- Make praise equally available to all students
- Personalize and individualize praise, being sensitive to those who respond negatively
- Focus praise on specific efforts and achievements
- Avoid praising to the point of public embarrassment
- Praise so the student will connect the praise with the achievement
- Observe and respond to students' cues for needing or wanting affirmation, encouragement, or recognition.

DON'T:

- Praise in a bland, perfunctory manner
- Overpraise or neglect to praise at all
- Relate praise to students' personal qualities or status
- Praise one student by comparing him or her to another
- Use praise to manipulate behavior
- Make students dependent on praise and extrinsic rewards
- Interrupt students' concentration and involvement.

Identifying and Managing Motivation Problems

All school staff members must learn to successfully manage motivation problems as they emerge each day. They must become proficient in decoding the hidden messages behind student excuses for not trying or for becoming bored with school. Accurate diagnosis of the interfering motivation problem facilitates selection of the most successful intervention strategy.

Some of the excuses that students use for not being motivated are that nobody understands them, that the teacher doesn't like them, or that school is a waste of time.

These statements are helpful keys to understanding motivation problems. These problems can be broken down into 12 categories of motivation-related problems:

1. Home Problems: Lack of parental interest, acceptance, role modeling, support; neglect, abuse, alcoholism, inconsistency, financial problems; trouble with stepparents, siblings, or divorce.
2. Instructional Planning Problems: Irrelevant curriculum and materials; lack of variety in student activities; preponderance of teacher talk and lecture; routine seatwork; academic expectations too high for students; inability of teacher to identify learning problems of students and refer them to help.
3. Instructional Ineffectiveness: Inflexible, incorrect assumptions regarding student readiness to learn; dull and unenthusiastic teacher performance; overuse of power and authority to control students; lack of rewards, recognition, and encouragement; interfering discipline problems; failure to connect and apply the topic with the real world and the student's future.
4. Impersonalized Approach: Lack of concern for the individual student's needs, problems, interests, strengths, and limitations; failure to recognize student's learning style and teach accordingly.
5. Lack of Self-Esteem: Self-concept problems, including dislike of body, race, appearance, or talents; lack of confidence, impatience, limited opportunities for legitimate success; lack of future plans.
6. Inadequate Learning Skills: Inability of students to plan, set goals, study, concentrate, and prepare for tests; procrastination; lack of desire for self-improvement; poor math, writing, and/or reading skills.
7. Incentive Problems: Inability to explore and identify aspirations, personal goals.
8. Social Skill Problems: Lack of involvement in clubs, sports, and activities; lack of interpersonal communica-

tion skills; inability to make friends, work as a team member.

9. School and Classroom Climate Problems: Lack of student involvement in planning of learning activities; absence of humor; overemphasis on structure and rules.
10. Teacher Personality and Attentiveness Problems: Pessimistic, condescending, sarcastic, assuming, impatient, prejudiced, intolerant, negative, distant, or impersonal teachers.
11. Emotional Adjustment Problems: Lack of available guidance and counseling services; unresolved inner conflict, anger toward teachers; inability to use coping skills in resolving conflict; unacceptance of self and others; inability to make decisions.
12. Chemical Abuse Problems: Personal problems with drug and alcohol involvement or dependency; alcohol-related family problems.

Note on Chemical Abuse. Chemical abuse interferes with the motivation and achievement of a substantial number of students. Included here is a systematic chemical abuse intervention model that demonstrates a collaborative approach to intervention.

This model, originally developed by High School District #214, Mt. Prospect, Ill., was successfully used at J. B. Conant High School in Hoffman Estates, Ill., and is part of a comprehensive, award-winning program recognized by the Illinois State Board of Education in 1985. See *Figure 3.*

Self-Improvement Techniques

Among currently available intervention strategies are self-monitoring, self-talk, problem solving, attribution training, locus-of-control training, goal setting, efficacy training, self-responsibility training, decision-making skill training, achievement motivation training.

Self-Monitoring. Teachers must be clear about communicating standards of behavioral expectations. The classroom must be sufficiently structured and predictable. Students practice as-

Figure 3

INTERVENTION PROCEDURE GUIDELINES

2. Student is contacted by counselor, nurse, administrator, or psychologist

3. Parents are contacted

No problem exists

4. Parent conference—with student present

Parents unwilling to follow through

External Referral

5. Contact community resources—discuss problem

Follow up continues with student and parent when necessary

6. Evaluation

Recycle Step 3-4 when need dictates

7. Treatment

8. Follow-up with parent, student, and treatment source

staffing with treatment source

9. Provide feedback to person making initial referral

10. Staffing (at school) if needed—at time of re-entry

11. Provide support for student at time of re-entry to school

sessing their progress against their intended goals and schedule patterns for reaching their goal as they continually assess achievement.

Self-Talk. Teachers model and teach ideal conversations and statements that guide individuals through a step-by-step analysis of the task to be undertaken, including self-reinforcement and self-monitoring components. A goal is to gradually decrease teacher involvement in completion of assignments as the student becomes self-directing. The method is particularly useful in problem-solving situations.

Problem Solving. Teachers train students to identify the specific nature of the problem, identify alternative strategies to help solve the problem, list advantages and disadvantages of each, figure a cost/benefit comparison for the selected course of action, and follow an action plan.

Attribution Training. Teachers help students see the relationship between their effort and subsequent achievement. Students learn to relate internal characteristics with achievement (Anderson and Prawatt, 1983).

Locus-of-Control Training. Persons who believe they can control their own destinies are likely to use previously learned skills to acquire new ones (Rogus, 1985). Internality is positively related to such positive outcomes as classroom participation, test scores, and ability to delay gratification. Students with an internal locus of control demonstrate flexibility and attentiveness.

Goal Setting. Jones and Jones (1981) suggest that students receive instruction in setting realistic academic and behavioral goals. Teachers may present units of instruction in goal setting or incorporate these skill-building activities into daily instruction.

Efficacy Training. Efficacy, the internal power to produce an effect, is based on the development of supportive subskills, knowledge, and attitudes about being responsible. Schools must structure opportunities that help students expand their

capacity to behave responsibly and avoid depriving them of opportunities to learn and exhibit this acquired skill.

Self-Responsibility Training. Duke and Jones (1985) provide a list of activities for enhancing the development of self-responsibility in students:

- Establish and adjust consequences
- Evaluate your own behavior
- Develop a plan for correcting the undesirable behavior
- Participate in academic goal setting
- Select learning activities
- Work in groups
- Work independently both inside and outside class
- Evaluate behavior of peers
- Participate in correcting peer behavior
- Establish rules for teacher conduct
- Provide feedback to teachers
- Participate in class meetings
- Evaluate school programs.

Decision-Making Skill Training. Workman (1982) discussed the value of promoting self-control relationships existing with students' abilities to make effective decisions. Students are taught how to calmly consider alternatives and select the best option.

Achievement Motivation Training. Various factors that influence the drive for achievement include cultural values, status structure systems, educational processes, peer group interactions, and child-rearing practices. The characteristics of one trained in achievement motivation skills include the desire to do well, the ability to set realistic goals, the skills to adjust following failure, and a commitment to strive to achieve (McClelland, 1983; Alschuler, 1973).

The researchers explain that: "When desire for achievement becomes a dominant concern for a person, it is expressed in restless driving energy aimed at attaining excellence, getting ahead, improving on past records, beating competitors, doing this better, faster, more efficiently, and finding unique solutions to difficult problems."

In 1965, the Harvard University Graduate School of Education established an Achievement Motivation Project to investigate means to help students make better use of their opportunities in school by improved attendance, positive attitude toward studies and school, problem solving/planning skills to enhance self-esteem through goal setting, and risk taking.

Essentially, achievement motivation training methods were developed around a six-step self-improvement process proposed in the 1970s by Research for Better Schools. The sequential steps include:

- Study yourself
- Get goal ideas
- Set a goal
- Plan to achieve the goal
- Strive to reach your goal
- Evaluate your performance.

Achievement Motivation Training uses a variety of teaching/learning activities, including games, simulations, self-inventories, case study analysis, career planning, focus on skills of achievers, and workshops and seminars.

Achievement motivation seminars have been developed to address the specific needs of students exhibiting chronic and severe discipline, motivation, and truancy problems. Several applications of achievement motivation principles and practices in the secondary school classroom include (Grossnickle, 1986):

- Motivation Seminars. One teacher guides a group of approximately six students in a program and process to present useful success-building skill concepts. Students who participate in the seminars are nominated by school staff members or by parents because of the students' chronic failure patterns in classes for an apparent lack of motivation (Grossnickle, Hoernemann, 1985).

Students attend two, two-hour sessions during the regular school day in lieu of regularly-scheduled classes. An optional goal training workshop is available to those who wish to further develop and implement their own selected goals.

After participating in these two training workshops, the counselor or volunteer teacher monitor evaluates and encourages the student to achieve the selected goals. The student may re-enroll in the workshops as needed.

Other approaches include:

- Motivation Skills Course. Students enroll in a semester course that strengthens their skills for living.
- Motivational Experience. Students participate in outdoor experiences designed to enhance self-confidence, self-reliance, and self-discipline. Outward Bound is an example.
- Motivation Lecturettes. The teacher explains achievement skills and concepts in the context of daily lessons.
- Coaching. Principles and practices of achievement motivation are presented to students participating in school-sponsored activities.
- Counseling. Professionally trained personnel assist individuals in developing skills and resolving specific motivation problems.

Providing an Effective School and Classroom Climate

One of the necessary keys to establishing a motivating environment is to provide a classroom where little time is wasted because of disciplinary matters. Skillful teachers encourage and invite cooperation, enthusiasm, motivation to learn, and respect for fellow students and the teacher (Purkey and Novak, 1984).

Effective classroom discipline management depends on several elements, including (Grossnickle and Sesko, 1985):

- Establishing effective classroom procedures during the first weeks of school
- A work-oriented, relaxed classroom climate
- Clear and reasonable expectations, standards, and tasks
- A predictable, consistent environment
- Rationale for rules and procedures
- Manageable activities organized to minimize confusion through clear directions and smooth transitions from one activity to the next

- Quick, quiet, and calm behavior monitoring and intervention
- Student input in selected classroom activities
- Accountability for assignments, tasks, and behavior
- Feedback and praise
- An interesting variety of class activities
- Attempts by the teacher to encourage and motivate students by taking a personal interest in each student
- Teacher enthusiasm and love of subject
- Teacher goal to teach students the subject, not teach the subject to the students.

Finding workable interventions for a broad spectrum of motivation-related problems requires a good deal more investigation and research. In the early grades, preventive measures must be put into place to quickly interrupt emerging social and learning problems.

By focusing attention on acquiring learning-to-achieve skills throughout the curriculum all students have a chance to become successful in and out of school.

Early intervention reduces interfering classroom conflict and must be based on the entire school staff having a working knowledge of necessary intervention skills that minimize competing forces interfering with students' motivation to learn.

Chapter Six

Resolving Motivation Problems: Some Specifics

When intervention strategies fail to eliminate a motivation problem, more formal problem-solving processes are needed. The teacher continues to function in the role of a "catalyst" in initiating consultation with colleagues and specially trained staff members. In addition, a process is begun to assess the problem in greater depth and examine the entire environmental system: student, family, classmates, teacher, and former experiences.

Long-lasting solutions to troublesome problems link the teacher, school staff, parents, students, and community resources together in developing a collaborative plan and procedures for resolving the interfering problem.

Reality Therapy: Emphasizing Student-Centered Planning

Glasser's Reality Therapy (1976) is a useful and practical student-centered process to systematically address especially challenging motivational problems. Glasser presents eight steps to structure problem-solving conferences with the student, parents, teacher, counselor, and administrator to resolve discipline or motivation problems. They include:

- Make friends with the student
- Ask the student the question, "What are you doing now?"

- Ask, "Is this behavior helping you?"
- Suggest that the student propose a plan to improve
- Get a commitment and identify the consequences for an unfulfilled plan
- Accept no excuses or interfere with consequences
- Do not criticize
- Cooperatively develop a new plan, if necessary, and pledge never to give up.

Reality Therapy focuses attention on the students' own real world, on *their* perceptions of today, and *their* goals and believable future aspirations. It is a technique that helps the professional delve into the consciousness of the student to establish a sense of focus on reality and an agreeable future direction.

The teacher may use Reality Therapy planning to set the stage for a collaborative effort to eliminate a specific behavior that may be interfering with a student's success. The teacher functions in a supportive role, helping the student avoid painful consequences yet communicating the need for the student to assume responsibility for the ultimate action required.

The focus is on what the student will do, not on the teacher. The approach is constructive and does not depend on complex psychological interpretation or analysis of past history or experiences. Reality Therapy is one of several tools for replacing destructive attitudes and learned patterns of behavior with supportive, achievement-enhancing attributes using a problem-solving method.

Addressing Math and Reading Problems: Critical for Student Success

Students who exhibit serious motivation problems frequently do poorly in mathematics and language arts classes. In turn, they also do poorly in other required classes that depend on their math and reading abilities.

No single subject calls forth more fears, phobias, anxieties, and motivation problems than does mathematics. Embarrassment, frustration, humiliation, and self-doubt in one class may lead to these same feelings in other classes and, in turn, may result in a generalized motivation problem.

Inability to read or poor reading skills also elicit feelings of hopelessness, futility, malaise, and hostility in the classroom—feelings that affect student motivation.

With planning, these students can be motivated. Some suggestions are:

Motivating in the Math Class

- Begin each class with an interest-focusing activity, application, or experience relating to the day's mathematical concepts. Relate concepts to students' present, past, or future interests.
- Vary the ordinary math class routine of checking homework, presenting new material, applying new material, giving tests or quizzes, assigning more homework. Use a variety of methods for going over homework, presenting new material, etc.
- Encourage class participation by carefully prompting student responses. Enthusiastically reinforce those who volunteer and gently invite every student's participation.
- Allow sufficient time for practice and mastery before proceeding on to new material.
- Frequently review and reinforce previous topics and relate them to present learning.
- Monitor each student's progress in order to analyze students' difficulties. Supply helpful corrective feedback that not only shows the error, but includes suggestions about how to remedy the problem.
- Be especially attentive to students with a known history of math difficulty. Provide a step-by-step procedure for overcoming their problems.
- Be physically and personally available to each student.
- Develop interesting and appealing worksheets and problems. Use puzzles and humor to stimulate involvement.
- Use formative testing to assess readiness and mastery and guide the design of personalized remediation activities.
- Coach and encourage by knowing each student's characteristic strengths and weaknesses.
- Promote patience, persistence, and affirmation in an incremental approach to building self-confidence and self-esteem.

- Check for student understanding during presentation of new material.
- Reinforce, recognize, and affirm success.
- Regularly examine standards, grading practices, and expectations, adjusting as necessary.
- Encourage cooperation and peer support in the classroom.
- Make assignments clear, specific, and understood.
- Communicate a "never give up" commitment to each student.
- Consider the value of partial credit to reinforce effort.
- Avoid sarcasm, humiliation, and a condescending or impatient attitude.
- Consider computer-assisted instruction and other methods for students who need much practice, drill, and immediate reinforcement.

Motivating the Reluctant Reader

- Design a supportive and structured classroom climate.
- Use a variety of strategies, including computer-assisted and managed instruction, to assist the learner acquire reading skills.
- Select interesting and appealing instructional materials.
- Promote the development of positive self-concept through legitimate success experiences.
- Approach the learning of reading as wholistically composed of integrated skills in place of exclusive emphasis on drilling subskills.
- Model desirable reading habits.
- Connect reading to students' previous experiences.
- Individualize instruction and allow students to select at least a portion of the assigned reading material.
- Project a caring and non-threatening relationship.
- Use a testing program as a basis for recommending further learning activities.

Parents' Role in Motivating Students

Parents probably play the most important part in helping students enhance their motivation to learn. Largely by their

parents' modeling, young people come to associate patterns that lead to success in school and in life. In a sense, students are trained at home in skills that support learning, including goal setting, organization and planning, deferred gratification, concentration, and problem solving.

As mentors, parents help students explore their talents, interests, and apparent limitations. In a supportive way, parents/mentors provide opportunities for discussion and experiences for the student to examine various future careers, roles, etc., based on aspirations and perceived strengths. Mentors teach students to engage in self-examination to work through a problem, make a decision, or assess their self-concept.

As coaches, parents utilize various strategies to promote success. Coaches take an active interest, offering concrete, factual feedback, and recommendations when appropriate. They acknowledge stages of readiness, monitor progress, and accept the students as unique and talented persons worthy of praise, support, encouragement, and affirmation.

As listeners, parents allow students to accept responsibility for their own actions and opinions as they begin to sort through facts and draw conclusions. Frequently, students report the need to have someone available to bounce ideas off or to check out an intended course of action. Listening is a difficult task for parents, as they have a natural tendency to offer advice, remedies, opinions, and solutions despite the lack of students' request for such.

As supporters, parents allow students to experience both success and failure, to accept shortcomings, be tolerant of mistakes. They communicate confidence and reduce students' fear of failure or of not living up to expectations.

It is never too late to establish or reestablish a supportive and instructive relationship. Parents and professionals can do much to communicate a supportive posture.

The school staff must play the role of linking students, parents, and staff members together to resolve motivation or learning problems as they arise. Student success must be a shared responsibility and a team effort.

Chapter Seven

Establishing Schoolwide Motivational Programs And Practices

Some useful organizational strategies may be used on a schoolwide basis to enhance motivational practices. The first step in promoting a motivating schoolwide climate is to conduct a needs assessment to identify the local problems and concerns of the school.

Once needs have been identified and goals set, a timeline must be set up and strategies developed to meet those goals. The completed plan must be communicated, understood, and supported by the entire school staff.

Twelve steps are suggested to systematically create a school environment that promotes student motivation to learn:

1. Adopt a schoolwide teaching/learning philosophy and supportive goals for all grades
2. Develop a written motivation philosophy and ensure a relevant curriculum
3. Assess needs and problems related to motivation
4. Establish short and long-term schoolwide motivational goals
5. Provide inservice and staff development activities to enhance motivational skills of teachers and students
6. Implement a preventive motivational program involving early identification and monitoring of motivation-related problems as well as addressing remediation in basic skills as necessary

7. Utilize intervention strategies to reduce the impact of motivation-related problems on the individual, class, and teacher
8. Provide support from the principal and develop resources to resolve interfering problems
9. Promote and plan for effective teaching, focusing necessary attention on student input in selecting learning experiences, designing motivating lessons and activities, personalizing assistance, emphasizing positive interpersonal relationships between student and teacher
10. Teach students about learning to learn, learning to achieve, and self-improvement skills
11. Monitor progress toward achieving the intended goals, affirm teacher participation and effort, and use student feedback.
12. Evaluate and replan.

Key Organizational Characteristics To Enhance Student Motivation To Learn

Each member of the school staff must recognize and appropriately respond to the aspects of the school organization that influence student motivation to learn. The following four components highlight supportive schoolwide motivation practices (Hampton and Lauer, 1981):

- *The Reward System.* The reward system recognizes legitimate achievement and stimulates further achievement by providing incentives. The school encourages a developmental-continuous progress perspective that supports positive means to motivate rather than punishment and control. Grading practices ensure opportunities for mastery while providing specific alternative means to achieve success and include feedback for correcting errors.
- *Teacher Expectations.* Realistic, attainable, believable opportunities for success should be within the reach of everyone. Teachers must expect the best from every student, yet be sensitive to specific limitations, using an invitational approach without taking student interest and involvement for granted. Daily goals and expectations must be clearly communicated and, along with the pace

and content of the instruction, should be based on student readiness.

- *Advisory System.* Teachers should utilize a personalized relationship with the students, helping them develop positive self-esteem by emphasizing realistic self-assessment and non-destructive self-analysis. They should encourage students to set realistic goals, utilize self-management skills, and learn problem-solving and decision-making skills. The teacher functions as a coach to help students find ways of helping themselves find success, overcome apparent obstacles, identify and utilize available resources to explore talents and future aspirations. The teacher should monitor progress without interfering with consequences of the student's behavior.
- *School Climate.* A responsive and relevant school climate is provided and routinely reviewed and updated in an orderly, businesslike, but comfortable classroom structure. The students, parents, and staff members share a cooperative relationship, as the staff members routinely seek input from students regarding teacher effectiveness and motivation dynamics that affect school and classroom. Individual differences among students are encouraged and affirmed, and access to special programs and assistance is available to all.

The Principal's Role

Principals serve as gatekeepers and motivators of the motivators (teachers) in facilitating a motivating school environment. In this role, they:

- Provide appropriate inservice training and staff development activities
- Encourage teachers to use student feedback in assessing motivational dynamics
- Identify and coordinate available resources of both the school and community
- Emphasize motivational attributes in the teacher evaluation process
- Relate the connection between motivation and discipline problems

- Share insights with members of other school staffs about effective motivational practices
- Evaluate teaching performance, which includes motivation-related expectations.

A Case Study in Motivation Programs

While some administrators only dream about creating the kind of school environment in which every student does his or her best and experiences a sense of accomplishment and pride, James B. Conant High School in Hoffman Estates, Ill., took steps to make every student a winner in 1985 (Grossnickle, 1986).

The high academic standards of the school are augmented with a commitment by each staff member to motivate students and to emphasize the affective aspects of schooling.

One of the assumptions that guided the project is that students can benefit from increased attentiveness to deserved praise and recognition from the teachers. The goal of the project was to provide positive relationships among students and staff members that would result in increased student motivation to learn, positive self-esteem, and increased levels of academic performance.

Six guidelines were established for the program:

1. Each staff member should want to enhance student desire to achieve by providing realistic and challenging opportunities and goals.
2. The apparent failure patterns exhibited by students should be interrupted. Successful patterns of student achievement replace failure, and accompanying praise, affirmation, and reinforcement practices should be emphasized.
3. Each teacher should make a commitment to identifying individual student strengths and communicate their regard for their potentiality.
4. Interpersonal relationships were strengthened through an emphasis on encouragement and student participation in goal setting.
5. Teachers were asked to design opportunities and experiences so that each student had a realistic and legiti-

mate chance to succeed, thereby attaining a peak of success that gives them a look at their hidden potential.

6. A school climate is established in which students genuinely understand and accept that the teaching staff is supportive, concerned, and accepting of the individuality of each student.

Another benefit of the plan was that teachers would learn a variety of methods to use to enhance motivation and learning. Teachers admitted the need to develop a repertoire of motivational skills and recognized the benefits of trying new strategies and methodologies to improve their established routines.

The components of this portion of the plan were:

- The administration would consider this a schoolwide priority and offer their full support
- The principal would explain the program to the faculty members and communicate with them about it throughout the year
- Teachers would acknowledge and recognize students' fresh commitments, desire for self-improvement, and decision to reform
- Motivation efforts would focus on *all* students, including the gifted, learning disabled, and average students
- A conscious effort would be made to catch students being good as portrayed by Kenneth Blanchard in *The One-Minute Manager*
- Student strengths and limitations would provide the basis for determining needed assistance
- Student motivation would be considered as a daily task
- Each department head shared in the selection and planning of monthly activities to highlight motivation
- Teachers who completed a motivational self-test measuring their knowledge and awareness of motivational theory and concepts were rewarded with a nominal award
- The administration and department heads produced a monthly poster that conveyed a principle of motivation, an explanation of the highlighted concept, a list of the benefits of the particular motivation tool, and a list of applications of the ready-to-use ideas.

In addition to motivating the faculty and administration to motivate students, the program included many schoolwide motivation activities:

- An inspirational illustration, cartoon, or quotation was prominently included in the daily student and faculty bulletin
- Each teacher was requested to send a commendation notice signed by the principal to every parent
- A display case to honor students for extraordinary achievement, effort, or contribution to the school was established
- A Chemical Awareness Week was held to relate the benefits of a drug-free lifestyle and the relationship of chemical abuse to student achievement and motivation
- A motivational film emphasizing the contributions of teachers to the lives of children served as reinforcement to the faculty members.

Motivational dynamics operating in the school and classroom are perhaps too often taken for granted. The affective side of schooling and the understanding of what variables within the control of the professional staff may enhance motivation and learning are underexplored resources that can make a considerable difference in the lives of children and their motivation to learn.

Chapter Eight
Putting It All Together

Many educators have already spent considerable time, energy, and resources to develop an effective means of dealing with students who have motivation problems. Others have yet to assess and plan to make a commitment to increase attention to student motivation to learn.

Obviously, no single plan can possibly eliminate all problems related to motivation and learning. Norman Chansky (1966), in writing about the "untapped good" present in those who drop out of high schools, used the analogy of farming to clarify what should be done to reduce the large number of dropouts, saying, "Communities throughout the country have their 'good and bad seeds.'" Success in training the hard-to-reach student is not solely dependent on the seed itself. Some communities provide adequate sunshine to bring out the latent talent and potential of their people. Others wilt in the darkness.

Even the best seeds (students) must be provided with suitable soil and an environment that nurtures the growth process. School facilities and programs must reflect the priority and commitment through adequate funding and support. Administrators are charged with the responsibility to manage the school climate to minimize disruption and distraction caused by discipline problems, apathy, indifference, and a lack of concern for the particular problems of each student.

Despite unfavorable home circumstances, students can and do flourish when supported by the care and concern of a single teacher—or better yet, a team of teachers. The warmth of a teacher dedicated to providing personalized attention and believing in and affirming the potential of every student can

make the difference between positive self-esteem and chronic, unchallenged failure.

In summary, the authors present 27 action principles to guide the planning for a motivation-oriented school and classroom:

1. Stimulate interest, providing reasons to learn, promoting students' desire to achieve and motivation to learn. Clarify and apply utility of learning and relationships to students' personal goals and future plans. Point out incentives and reasons to learn.
2. Affirm and reinforce students' successful behaviors and accomplishments, thereby encouraging self-confidence, self-worth, positive self-concept, and self-esteem. Acknowledge students' locus-of-control efficacy.
3. Personalize actions and adjust tasks to be sequential and appropriate to the student's ability. Consider the student's learning style, past performance, and preferences in selecting instructional activities.
4. Support the student with positive, coach-like relationships, being enthusiastic, patient, and understanding. Communicate belief in student ability.
5. Relate personal experiences, insights, and the relationship of learning to real-life situations.
6. Anticipate likely difficulties in the assigned learning tasks and alert students to potential obstacles. Identify means of assistance.
7. Correct in a manner that does not demoralize or discourage, but rather, guides satisfactory and successful achievement.
8. Identify learning problems. Interrupt failure patterns with intervention by learning/reading specialists, counselors, psychologists.
9. Team up administrators, pupil personnel, staff members, teachers, parents, and students to work together to solve problems.
10. Invite and encourage student involvement by being considerate and understanding; assessing readiness and situational cues; and noting cultural interpersonal factors at play.
11. Help the students help themselves; be more than a dispenser of knowledge and information; guide and

facilitate the learning process as an interactive approach instead of as a simple transmission; act as an interpreter, problem-solver.

12. Ensure success through a mastery learning approach, when appropriate.
13. Respond to the needs and interests of all learners. Invite and encourage positive effort toward the topic and tasks while accomplishing the outcomes specified in the prescribed curriculum. Involve students in planning.
14. Select appropriate curriculum by focusing on relevance, selective mastery, sufficient practice and drill, review, sequence, clear purpose, objectives, expectations, and required standards of performance and achievement.
15. Provide tutoring and assistance during practice/application activities.
16. Interrupt patterns of failure, replacing them with an alternative learning/teaching strategy.
17. Plan to design instructional activities that consider:
    - Variety of experiences, activities, and teaching styles
    - Opportunities for personal and active interaction with individual student, teacher, and peers
    - Focus on incentives, rewards, applications
    - Provision for student feedback on progress
    - Interpretation of abstracts into understandable, concrete ideas with familiar meanings.
18. Model, socialize, and teach achievement motivation behavior, including:
    - Positive attitudes, locus of control
    - Life-planning skills, goal selecting and setting, problem solving, and decision making
    - Values clarification, self-exploration, assessment
    - Positive self-concept and esteem
    - Support and assistance, self-reinforcement, self-talk
    - Progress evaluation
    - Characteristics of achievers.
19. Manage the learning environment/climate by:
    - Accountability to outcomes, individual performance, effort
    - Respect for individuality
    - Emphasis on positive student-teacher interpersonal relationships and communication based on mutual

respect and appropriate use of adult authority/ obedience
- Attention to minimizing distractions, promoting each student's ability to be self-disciplined
- Instruction in learning-to-learn skills: researching, study skills, information processing, patience, deferred gratification, coping skills, memory
- Cooperation rather than competition.

20. Accept special and unique qualities of each student
21. Adjust, being flexible in order to accommodate differences in student learning rates.
22. Evaluate in a manner that provides constructive feedback and allows opportunities to improve.
23. Question in a manner that: challenges, reviews, diagnoses, explores, transfers, guides, focuses, evaluates, allows sufficient time to respond, and provides opportunities for active participation.
24. Demonstrate how to do a difficult task.
25. Avoid criticism, sarcasm, humiliation, embarrassment, low expectations, insults.
26. Check for understanding by summarizing, clarifying assigned tasks.
27. Reduce anxiety and fear of failure by acknowledging effort, providing a step-by-step, easy-to-follow instructions and never threatening consequences, embarrassment, or putting the student on the spot.

In Conclusion

An organization does not "motivate" its people; it can, however, establish favorable conditions wherein self-motivation will occur. Practically speaking, a working knowledge of current motivation theory and principles assists the motivation-oriented faculty and community members reach their educational goals with a minimum of distraction.

Although school personnel cannot bear the sole resonsibility for motivating their students, the prospects of interested, enthusiastic students eager to learn and succeed, accepting of the leadership of the teacher, are sufficient incentive for most

to heighten their attention to actively planning motivating lessons and experiences.

Teachers make a difference in the lives of children. It is hardly acceptable to ignore bored, inattentive, disruptive, or withdrawn students in the school or classroom. Further, we cannot be willing to accept the reality that some 40 percent of the kids in any city cannot finish high school.

Harold Howe, II, chairman of the College Boards' Commission on pre-college guidance and counseling, concluded in the 1986 report, "with appropriate energies on their behalf, with more attention to motivation, these youth can find a higher rate of success." Motivation must be a visible component of the inservice agenda of every school.

The process of searching for classroom-ready ideas to promote effective motivation and placing motivation on the daily lesson plan checklist provides a tremendously important side-effect benefit for the teacher. As attention to motivation increases, the teachers become unavoidably motivated. As their consciousness focuses on finding ways to motivate students, their own attitudes and dispositions toward helping each student achieve is uplifted. Their sense of satisfaction and achievement increases and a likely result will be a higher level of student achievement and involvement. This benefits everyone!

This book has hopefully provided some first steps in putting some fresh and refreshed ideas in the hands of the practitioner. Motivation is a powerful force affecting children's lives, present and future. In conclusion, Clinton Bunke (1986) challenges educators and the community to expand their focus on motivation. He says:

> "We are neither too old or too young to find the keys to motivating every student,—
> The apparent problem is that we too seldom are willing to take the risk by making a start."

Appendices

APPENDIX A

How Good a Motivator Are You?

Check your motivational practices by rating yourself on the questions below. Add your totals in each column. Score yourself as follows: 90-100, excellent; 80-90 good; 70-80 fair; below 70, poor.

	Usually (4 points)	Sometimes (2 points)	Never (0 points)
1. I believe my students are competent and trustworthy.			
2. I avoid labeling students.			
3. I avoid sarcasm, put-downs, and ridicule of students.			
4. I send explicit invitations to succeed.			
5. I listen to what my students really say.			
6. I let students know they are missed.			
7. I make good use of student experts in the class.			
8. I use heterogeneous groups to build interdependence.			
9. I teach leadership and communication skills.			
10. I avoid overemphasis on competition, rewards, and winning.			
11. I help groups evaluate their effectiveness in group process.			
12. I give equal time, attention, and support to low-ability students.			
13. I communicate high expectations to my students.			
14. I focus on future success rather than past failures.			
15. I look for what is positive in student work and behavior.			
16. I set and communicate clear goals for instruction.			

Continued

17. I use well-designed, thought-provoking questions to stimulate readiness.	
18. I use objects as "focusing events" to stimulate interest.	
19. I use brainstorming to stimulate interest before beginning a lesson.	
20. I use set induction activities that connect a present experience to a lesson concept.	
21. I ask low-risk, open-ended questions.	
22. I wait three to five seconds after asking a divergent question.	
23. I suspend judgment and redirect a question to get multiple responses.	
24. I paraphrase and clarify responses instead of judging and praising.	
25. I personalize learning.	

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APPENDIX B

INSTRUCTIONAL ASSESSMENT SYSTEM

TO THE STUDENT:

The teacher of this course is anxious to give you the best possible instruction. By giving your opinion on the questions below, you may suggest ways of improving the course. Please answer with complete honesty. You are promised that no attempt will be made to identify your individual remarks. Your teacher will receive a summary of all responses for this class.

Place your answers to all questions on the computer card using a number 2 pencil. Please mark the computer card with one of the following responses for each question by completely darkening the letter you choose.

A—If you strongly agree with statement
B—If you generally agree with the statement
C—If uncertain about the statement
D—If generally disagree with the statement
E—If you strongly disagree with the statement

I. *The Teacher as a Person*
1. The teacher is easy to communicate with.
2. The teacher has a sense of humor.
3. The teacher admits his mistakes and tries to correct them.
4. The teacher seems happy in the job of teaching kids.
5. The teacher treats students fairly and without favoritism.
6. The teacher seems sensitive to the moods, feelings, and needs of students.
7. The teacher seems willing to help.
8. The teacher has the respect of the students.
9. The teacher encourages students to respect each other.
10. The teacher tries to know each class member as a person.
11. The teacher is patient and understanding.

II. *The Teacher's Presentation*
12. The teacher uses a variety of teaching techniques.
13. Class time is well spent.
14. The assignments given help one to learn.
15. The teacher makes clear the purpose of classroom activity.
16. The teacher gives prompt, thorough attention to assignments turned in.
17. The teacher includes a review of previous work and explains how the material "fits together."
18. The teacher encourages new ideas and viewpoints.

19. The teacher gets off the point too often.
20. The discipline in this classroom is strong enough so that learning is not restricted.
21. The atmosphere of this classroom is informal enough so that learning is not restricted.

III. *The Teacher as Evaluator*
22. The tests are a good measure of how well students understand the subject matter.
23. Tests cover what was taught.
24. The teacher informs the students of what they are expected to do or know.
25. I like this teacher's system of grading.

IV. *The Teacher as Content Specialist*
26. The teacher knows the subject he is teaching.
27. The teacher seems confident of his subject.

V. *The Teacher as Motivator*
28. The teacher stimulates me to think.
29. The teacher encourages me to do my best.
30. The teacher stimulates my interest in this subject.

VI. *The Teacher as Moderator*
31. The teacher helps me apply learning in this class to my entire life.
32. The teacher is willing to adjust schedule to permit discussion of timely issues.
33. The teacher takes enough time to make sure students understand before moving ahead.
34. The ideas taught are presented at a level I can understand.

VII. *The Teacher's Classroom Presence*
35. The teacher communicates well with students.
36. The teacher makes important ideas clear.
37. The teacher has his/her emotions under control.
38. The teacher appears well groomed.
39. The teacher speaks clearly and distinctly.
40. The teacher's manner is pleasing—free from annoying mannerisms.

VIII. *The Course*
41. The course material could be useful in my life.
42. The course is what I thought it would be.
43. The course involves material I just am not interested in.
44. The course material is just too hard for me.
45. The course contains material I do not care about.
46. The course is too theoretical.

APPENDIX C

STUDENT MOTIVATION INFORMATION FORM

Date _____ Student Name _____

1. The best movie I've recently seen is _____
2. I'm very proud that I _____
3. A reward I like to get is _____
4. A beautiful thing I once saw was _____
5. My two favorite TV programs are _____
6. One thing I do very well is _____
7. My favorite school subject is _____
8. What seems mysterious to me is _____
9. When I read for fun I like to read stories about _____
10. One of my better accomplishments has been _____
11. If I had ten dollars I'd spend it on _____
12. I wonder about _____
13. When I have free time I like to _____
14. I know that I can _____
15. I enjoy _____
16. Something I want to do more often is _____
17. If I could go anywhere I would go to _____
18. One of the things I like best about myself is _____
19. A good thing my teacher could do for me is _____
20. The question I want answered is _____
21. My favorite game is _____
22. In schoolwork my best talent is _____
23. Something I really want is _____
24. What really makes me think is _____
25. An important goal for me is to _____
26. I know a lot about _____
27. If I did better at school, I wish my teacher would _____
_____
28. If I could get the chance, I would like to try _____
_____
29. Sometimes I worry about _____
30. I feel satisfied when I _____
31. I spend most of my money on _____
32. When I get older I want to _____
33. Something I want to know more about is _____
34. The thing I like to do with my friends is _____
35. I like it when my parents give me _____

Courtesy of Hoffman Estates (Ill.) High School

APPENDIX D

THE PRINCIPAL'S AND TEACHER'S INFLUENCE ON ACHIEVEMENT

Principal's Influence on Student Achievement

Teacher's Capacity To Learn

Teacher's Learning Experiences

Teacher's Ability To Affect Achievement

Student's Capacity To Learn

Student's Learning Experiences

Student's Ability To Achieve

Teacher's Attitude toward Principal

Teacher's Perception of Principal's Value on Achievement

Teacher's Self-Concept of Ability To Affect Achievement

Teacher's Desire To Affect Achievement

External Resources Used by Teacher

Teacher's Effort To Affect Achievement

Teacher's Influence on Student Achievement

Student's Attitude toward Teacher

Student's Perception of Teacher's Value on Achievement

Student's Self-Concept of Ability To Achieve

Student's Desire To Achieve

External Resources Used by Student

Student's Effort To Achieve

Student Achievement

From the *NASSP Bulletin*, October 1976

APPENDIX E

SCHOOLWIDE IDEAS TO PROMOTE POSITIVE MOTIVATION

1. Communicate high priority to motivate all students.
2. Offer inservice to provide teachers with motivational skills.
3. Organize a task force to monitor school climate to identify strengths and weaknesses of the staff's impact on positive motivation.
4. Raise consciousness of students and staff on motivating through posters, daily announcements, assembly programs, guest speakers, panel discussion on the problems of alienated, disaffected, disenfranchised, unmotivated, underachieving students.
5. Use a "careers" emphasis to enhance relating instruction to the real world.
6. Identify students with motivation problems and develop individual plans to intervene and assist them.
7. Provide display cases for student work.
8. Evaluate teachers according to standards and expectations regarding motivational techniques.
9. Examine the reward system in place. Ensure that opportunities for every child are available to achieve, be recognized, and establish self-esteem.
10. Find ways to encourage teachers to continually be aware of their potential to motivate positively and recognize the incentives and rewards derived from motivated students.
11. Work with parents in the community providing helpful information that promotes enhanced motivation in their children.
12. Provide ideas and resources to teachers to promote achievement motivation activities in their classroom—art themes, biographies, language art assignments—not an "add-on" to the curriculum, doing things differently.
13. Encourage/facilitate teacher visits to observe classes taught by exemplary teachers who possess exceptional ability to motivate.
14. Goal setting for teachers in improving teachers' attentiveness to promoting motivation.
15. Expand the ways students can be recognized for achievement. Give every student something to work for. Send and sign commendation reports.
16. Hold a principal's breakfast each week for categories such as, "most improved" students to encourage effort.
17. Organize a group to address the most severe motivational problems of students—an ombudsman approach (clearing away obstacles to success).
18. Clarify what current research says about how to and how not to motivate.
19. Emphasize planning skills and goal-setting instruction for all students.
20. Establish a committee to promote excellence for every student—An Every Student Can Be a Winner campaign to emphasize the positive.

APPENDIX F

CLASSROOM IDEAS TO PROMOTE POSITIVE MOTIVATION

1. Believe motivation is a top priority of teaching and that many students require "special motivation."
2. Teachers can structure and plan lessons by focusing on creating an experience to involve and interest students in relevant lessons.
3. Teachers use student feedback to assess their effectiveness as a presenter, communicator, motivator, etc.
4. Teachers can avoid boredom and routine, and be aware of students' learning styles, by planning for motivation and adjusting lessons for student involvement.
5. Teachers can project a caring, personal, accepting interest in every child and avoid roadblocks when encouraging students.
6. Work with support staff and parents to advise and assist students. (Help them identify and resolve problems that interfere with learning and their own personal goals.)
7. Identify problem students with motivational or attitudinal difficulties and use a variety of methods to interrupt an unsuccessful pattern. (These methods must be tailor-made to the needs and particular problems of each child.)
8. Involve students in improvement plans through contracts, goal planning, and monitoring.
9. Use peers as positive role models in helping others.
10. Plan interesting and challenging assignments and homework.
11. Teacher's enthusiasm, caring, concern, and interest in each student as a person is important. Be a coach, mentor, facilitator. Be patient, friendly, tolerant, and understanding of student frustration. Be an ombudsman—clear the pathway to success by removing interfering obstacles.
12. Pre-assess before designing lesson plans in order to challenge students and keep their interest and involvement.
13. Accept no "write-off" students in your class. Communicate high expectations for achievement and positive student attitudes.
14. Provide opportunities to use and apply daily lessons.
15. Review and check for understanding before proceeding.
16. Provide "fresh starts."
17. Be approachable for help.
18. Do not accept discipline problems and never give up on a student, or allow them to give up on themselves.
19. Find some way to focus on every student's hidden talents, or uniqueness.
20. Provide opportunities for monitoring student progress, using a step-by-step approach. Point out student development or progress toward goals.
21. Reinforce, reward achievements and praise appropriately.
22. Listen carefully to what students have to say.

23. Find ways to inspire student's hope and a positive outlook toward school, life, their future, and career.
24. Catch students being good, acknowledge positive behavior.
25. Be aware of the tendency to criticize and brutalize student papers with a barrage of red marks. Be firm, but gentle and tactful.

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